



PAL CHARTER ACADEMY

COMPREHENSIVE- 2020-2021 OPENING PLAN and COVID 19 GUIDANCE DOCUMENT



PAL Charter Academy has created this Comprehensive Planning document for the reopening of the 2020-2021 school year based on the CDC and CDE recommendations and guidance in the following documents :<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

and

Document from California Department of Public Health(CDPH) - July 17th
<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>



Vocabulary Terms:

Distance Learning: “distance learning” means instruction in which the student and instructor are in different locations. *This may include interacting through the use of a computer and communications technology, as well as delivering instruction and check-in time with the teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.*

Asynchronous instruction- A general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. Asynchronous learning occurs through online channels without real-time interaction.

Synchronous instruction- Synchronous learning is online or distance education that happens in real time.

COVID-19-In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as “2019 novel coronavirus” or “2019-nCoV”. Possible first symptoms of the coronavirus disease-The virus can cause a range of symptoms, ranging from mild illness to pneumonia. Symptoms of the disease are fever, cough, sore throat and headaches. In severe cases difficulty in breathing and deaths can occur.

Personal protective equipment (PPE) -PPE prevents disease transmission by creating a barrier between the user and infectious organisms. Masks, gowns, gloves, goggles and face shields are all types of personal protective equipment.

Learning Loss -The term learning loss refers to any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student’s education.

CDPH -California Department of Public Health- SB County- Erin Gustafson, MD, MPH (Interim), 351 N. Mountain View Ave., Room 303. San Bernardino, CA 92415-0010
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Reopening schools Guidance by CDPH and CA Gov issued July17th,2020

CDPH OVERVIEW

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

Communities across the state are preparing for the forthcoming school year. To assist with that planning process, the following guidelines and considerations are intended to help school and community leaders plan and prepare to resume in-person instruction.

This guidance is interim and subject to updates. These guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations; as new data and practices emerge. Additionally, the guidelines and considerations do not reflect the full scope of issues that school communities will need to address, which range from day-to-day site-based logistics to the social and emotional well-being of students and staff. California public schools (traditional and charter), private schools (including nonpublic nonsectarian schools), school districts, and county offices of education, herein referred to as schools, will determine the most appropriate instructional model, taking into account the needs of their students and staff, and their available infrastructure. This guidance is not intended to prevent a school from adopting a distance learning, hybrid, or mixed-delivery instructional model to ensure safety. Schools are not required to seek out or receive approval from a state or local public health officer prior to adopting a distance-learning model.

Implementation of this guidance will depend on local public health conditions, including those listed here. Communities meeting those criteria, such as lower incidence of COVID-19 and adequate preparedness, may implement the guidance described below as part of a phased reopening. All decisions about following this guidance should be made in collaboration with local health officials and other authorities.

Implementation of this guidance should be tailored for each setting, including adequate consideration of instructional programs operating at each school site and the needs of students and families. School leaders should engage relevant stakeholders—including families, staff and labor partners in the school community—to formulate and implement plans that consider the following:

- Student, Family and Staff Population: Who are the student, family and staff populations who will be impacted by or can serve as partners in implementing any of the following measures?***
- Ability to Implement or Adhere to Measures: Do staff, students and families have the tools, information, resources and ability to successfully adhere to or implement the new measures?***
- Negative or Unintended Consequences: Are there any negative or unintended consequences to staff, students or families of implementing the measures and how can those consequences be mitigated?***

This guidance is not intended to revoke or repeal any worker rights, either statutory, regulatory or collectively bargained, and is not exhaustive, as it does not include county health orders, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA. Stay current on changes to public health guidance and state/local orders, as the COVID-19 situation continues.



Table of Contents /Plan Sections

1. REVIEW AND USE OF LOCAL CONDITIONS FEEDBACK PLAN.	6
2. EMERGENCY PLAN- POSITIVE COVID-19 CASES OR COMMUNITY SURGES.	10
3. ILLNESS PREVENTION PLAN UPDATE PLAN.	13
4. CAMPUS ACCESS PLAN	16
5. HYGIENE PLAN	22
6. PURCHASE AND USE OF PROTECTIVE EQUIPMENT PLAN.	25
7. PHYSICAL DISTANCING PLANS.	28
8. CLEANING/DISINFECTING PLAN.	33
9. EMPLOYEE ISSUES /EDUCATION RELATED TO CORVID 19 PLAN.	36
10. COVID 19 COMMUNICATION POLICIES PLAN.	38
11. INSTRUCTIONAL PROGRAMS	40
12. PROFESSIONAL RELATIONSHIPS AND LEARNING	43
13. CONTINUITY OF RELATIONSHIPS AND LEARNING PLANS	44
14. MENTAL HEALTH AND WELL-BEING OF ALL	48
15. COMMUNICATION AND COMMUNITY ENGAGEMENT	49
16. SCHOOL SERVICE	50
APPENDIX (FAQ)	54



Stage 1 (1 ST Trimester)	Stage 2 (2 nd Trimester)	Stage 3 (3 rd Trimester)
August 3 rd - 2020 to		
PCA REOPENS WITH DISTANCE LEARNING MODEL	PCA OPENS IN HYBRID LEARNING MODEL	PAL RETURNS TO INDEPENDENT STUDY ON CAMPUS MODEL
<p>Indicators</p> Parent Surveys COVI9 19 Data Staff Surveys	<p>Indicators</p> Parent Surveys COVID 19 Data Staff Surveys	<p>Indicators</p> Parent Surveys COVID 19 Data Staff Surveys

Surveys Questions informing planning Team:

- What technology access and resources are available for PCA students and families?
- What technology support resources are available for PCA students and families?
- What technology platforms are needed to support our student learning and parent communication?
- How does our survey of physical buildings and space inform the instructional schedule model decision and what physical changes will need to be made or what new policies will need to be implemented to deal with the COVID 19 realities?
- How will the PCA meet the various needs of staff and provide aligned professional learning?
- How will all student needs be addressed within the selected instructional schedule model?
- What instructional and social–emotional supports will PCA students and families need?
- How will PCA measure success and effectiveness of the chosen instructional model?
- What model are other schools in the area choosing and what consistent and coherent approaches to support families are they providing.



RESPONSIBILITY: COVID 19 CAMPUS REOPENING PLANNING TEAM

1. RESPONSE PLAN FOR USE OF LOCAL CONDITIONS FEEDBACK DATA TO GUIDE PCA CAMPUS REOPENING AND ONGOING OPERATIONS.

PAL Administration uses the CDE/CDC /State Guidance Checklists and Guidance Data/reports for making decisions to physically reopen and maintain on campus operations: *“This guidance is interim and subject to updates.”* CDPH

Goal: To be aware of and responsive to Local, State and National Conditions of the COVID 19 pandemic.

Sources of review:

Access Guiding organizations and current data/reporting:

CDC

California Department of Education -CDE- <https://www.cde.ca.gov/>
<https://www.cde.ca.gov/lh/he/hn/coronavirus.asp>

STATE- <https://covid19.ca.gov/>

Flexibility or Lifting of State Stay-Home Order: <https://sbccovid19.com/> -Has state lifted or relaxed the stay-home order to allow schools to physically reopen?

(Yes, as of 7/13/20)

COUNTY- SAN BERNARDINO COUNTY Erin Gustafson, MD, MPH (Interim),351 N. Mountain View Ave., Room 303.San Bernardino, CA 92415-0010 Erin.Gustafson@dph.sbcounty.gov,909) 387-6218

<https://covid19.ca.gov/roadmap-counties/>

<http://www.sbcounty.gov/main/default.aspx>

b. Flexibility or Lifting of County Stay-Home Order: *Has The county lifted or relaxed the stay-home or shelter-in-place order to allow schools to physically reopen.*

(Yes, as of 7/13/20)



LOCAL -San Bernardino City Unified School District (SBCUSD)

https://sbcusd.com/district_offices/business_services_division/safety_emergency_management/ready_sbcusd/covid-19#COVID19%20Virus%20Resources

c. Local Public Health Clearance.

https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/San_Bernardino_Attestation.pdf

<https://sbcovid19.com/> -Availability. Local reports from public health officials ensure adequate tests and tracking/tracing resources are available for schools to reopen.



San_Bernardino_Attestation.pdf

*****The above data is subject to change based on each Agency's COVID-19 reporting data

PAL Administration will monitor County and Local area data on above areas weekly.

As of 7/13/20, The Governor has assured that this surge capacity exists in local hospitals.

COVID 19 - Testing and Tracking:

- A. PAL encourages employees to be tested and will provide time off to access COVID-19 testing at regular and ongoing intervals.
- B. Any staff or student who has COVID 19 symptoms will be subject to quarantine guidelines and testing before returning to work.

Equipment Availability:

Goal: to acquire sufficient protective equipment to comply with California Department of Public Health (CDPH) guidance for students and staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (CAL/OSHA) requirements and a plan for an ongoing supply of protective equipment.



PPE PLAN ACQUISITION ELEMENTS

Budget:

PAL Charter Academy has budgeted for and will make an initial purchase or acquire from available sources before start of school year the following items:

Personal protective Gear

_____ Masks

_____ Gloves

_____ Face Shields

Screening Equipment

_____ no-touch thermal scan thermometers for symptom screenings.

_____ Sanitizing Stations

_____ Plexi Glass Shields for Classrooms or offices

_____ Classroom/Tissue boxes

_____ Cleaning Sanitizing Agents or supplies for bathrooms/desks used in between sessions by designated staff and students

_____ Other (Identify any special Purchase of PPE/EPG for the differing populations of students with disabilities or needs (asthma, allergies, bronchial problems etc.)

Cleaning Supply Availability

GOAL- Have enough school-appropriate cleaning supplies to continuously disinfect the school site in accordance with CDPH guidance.

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>



GOAL -Ensure sufficient supplies of hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.

PAL maintenance department will budget for and maintains purchases of required equipment (e.g. sanitizing stations) to meet the identified need at each campus for sanitization to meet the CDPH guidance requirement.

Maintenance plan for COVID 19 Purchasing of PPE Plan elements:

1. Review Campus needs_____
2. Create detailed Daily/weekly/other cleaning and sanitizing plan _____
3. Submit list of needed equipment and cost_____
4. Locate and Purchase needed items_____
5. Follow Implementation plan_____

RESPONSIBILITY: CEO /BOARD

2. RESPONSE PLAN FOR POSITIVE COVID-19 CASES OR COMMUNITY SURGES.

GOAL: Prevent/Limit COVID19 spread on PAL CHARTER ACADEMY campuses.

A. Community Surge

PAL will, upon order of the CEO/BOARD, close campus access for physical attendance of students and staff, if necessary, based on public health guidance and in coordination with local public health officials or because of on campus infection concerns. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#confirmed-case>

B. Plan for physical closure of the pal campuses or individual offices or classrooms due to staff or student COVID 19 infection or exposure:



In accordance with CDPH guidance, when it is determined that a student, teacher, staff or a member of their household tests positive for COVID-19 and has exposed others at the school the following steps will be immediately implemented:

1. School Administration is to be immediately notified, followed up by a written incident report.
2. If the COVID 19 positive, Student, Teacher or staff member is on campus, the school's isolation protocols will immediately be put in place.
3. In consultation with the San Bernardino County Public Health Officials, Erin Gustafson, MD, MPH (Interim) office)@ (909) 387-6218 Erin.Gustafson@dph.sbcounty.gov, the CEO/Board will determine whether school closure is warranted and the length of time based on the risk level within the community.
4. PCA, in following standard Health Department guidance for isolation at home after close contact, will temporarily close the classroom or office where the COVID-19-positive individual was based as affected students or staff isolate and a plan for sanitizing the room or facility is implemented.
5. Designated PCA staff will implement tracing and contact attempts to notify additional close contacts at school or outside of the classroom to inform them of the need to also isolate at home.
6. PCA will Identify areas of the school visited by the COVID-19-positive individual and a review will be conducted by the CEO to decide on closing temporarily for cleaning and disinfection.
7. If the campus closes, PCA's 2019-2020 COVID 19 Emergency plan for **continuity of education, medical, student, social services, and meal programs** will be implemented by all Departments under direction of CEO.

C. The following CDPH recommended monitoring procedures will be followed by PCA to maintain healthy operations:

Do's for all department heads/Teachers

- Monitor staff absenteeism and have a roster of trained back-up staff where available.



- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed. Student Services, under the guidance of Head of Schools or CEO, will follow PCA procedures to arrange for any student’s safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting the following possible COVID-19 symptoms:

- o Fever
- o Cough
- o Shortness of breath or difficulty breathing
- o Chills
- o Repeated shaking with chills
- o Fatigue
- o Muscle pain
- o Headache
- o Sore throat
- o Congestion or runny nose
- o Nausea or vomiting
- o Diarrhea
- o New loss of taste or smell

- The HR department (Ms. Tammy) is the designated staff liaison to be responsible for responding to COVID-19 concerns. She can be contacted at 909-887-7002 or by email tjackson@palcenter.org. The HR department will coordinate the documentation and tracking of possible exposure and notify local health officials, staff and families in a prompt and responsible manner.

- A link on the PAL website will be set up to allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and *state Law*.



- PCA is not yet requiring mandatory routine testing of staff or students for COVID-19, but reserves the right to implement this practice in consultation with health officials if the pandemic crisis necessitates these measures.
- If on campus attendance is required PCA will provide support to students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing flexible options such as virtual learning or enrollment in PCA's many flexible options.

RESPONSIBILITY: HR Department

3. INJURY AND ILLNESS PREVENTION PROGRAM (IIPP) PLAN.

Goal: Update PCA's IIPP to address unique circumstances during the COVID-19 crisis and make updated information accessible to employees and parents.

Reference: <https://www.betterseed.org/wp-content/uploads/AgSafe-Sample-IIPP-COVID-19-Addendum.pdf>

<https://www.labor.ca.gov/coronavirus2019/#chart>

(By way of background, California Labor Code § 6401.7 requires that every employer have a written program that, among other things, identifies workplace hazards and trains employees on how to address them. It also requires that employers update their plans when new hazards emerge.) May 19, 2020 – Alerts by Jeffrey D. Polsky

Pal charter school IIPP update for employees:

In response to the COVID-19 pandemic, the California Occupational Health and Safety Administration (Cal/OSHA) has issued Interim General Guidelines on Protecting Workers from COVID-19. The guidelines first discuss which employers must comply with Cal/OSHA's more stringent Aerosol Transmissible Diseases (ATD) Standard (California Code of Regulations, title 8, section 5199). The ATD Standard applies to hospitals, correctional facilities, homeless shelters and other workplaces that are deemed particularly vulnerable. But every employer, regardless of whether they're subject to the ATD Standard, should have a section of their IIPP that addresses COVID-19 and includes the following items:



The following COVID 19 updates should be added to the Employee handbook to cover the Cal/OSHA requirements re the IIPP. The purpose of the following COVID 19 related policies are preventative in nature to stop the spread of COV19:

- Sick employees are advised to stay home.
- Any employee who becomes sick a work will be immediately released to go home or to medical care.
- Any employees who are out ill with fever or acute respiratory symptoms are not return to work until they've:
 - a. Had no fever (without the use of fever-reducing drugs) and no acute respiratory illness symptoms for at least three days; *and*
 - b. At least 10 days have passed since the symptoms first appeared.
- PCA will provide all qualified employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19 if required to by the Families First Coronavirus Response Act, Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA) or other similar laws.
- Employees who return to work following an illness must promptly report any recurrence of symptoms.
- Qualified employees may be approved by the CEO to telework from home when possible.
- PCA will practice physical distancing by using video or telephonic meetings and maintaining a distance of at least six feet between persons at the workplace when possible.
- PCA will provide employees with cloth face covers or employees must utilize their own face covers for use whenever in workplaces with other persons.
- All employees are to avoid shared workspaces (desks, offices and cubicles) and work items (phones, computers other work tools and equipment) when possible. If they must be shared, please clean and disinfect shared workspaces and work items before and after use.
- PCA has mandated procedures in place to routinely clean and disinfect commonly touched objects and surfaces such as, handrails, copy machines, faucets and doorknobs.



Updated Communication policies to respond to:

- If an employee is confirmed to have COVID-19 infection:
 - a. Employees will be promptly be informed of their possible exposure to an infected employee with COVID-19 in the workplace. Confidentiality of the infected employee will be maintained as required by the Americans with Disabilities Act.
 - b. PCA will enact a temporary closure of the general area where the infected employee worked until cleaning is completed.
 - c. PCA will carry out its emergency procedure for deep cleaning of the entire general area where the infected employee worked and may have been, including break rooms, restrooms and travel areas, with a cleaning agent approved for use by the US. Environmental Protection Agency against coronavirus. The person doing the cleaning will be equipped with proper Personal Protective Equipment (PPE).

Travel

- In the interest of prevention of the COVID 19 spread and following the Health Department guidance, employees are advised to avoid nonessential travel if possible, especially travel to areas of the country where the virus is surging.

EMPLOYEE TRAINING AROUND COVID 19 PROTECTIONS

Employee Orientation and Training for the 2020–2021 school year will include:

- A general description of COVID–19, symptoms, when to seek medical attention, how to prevent its spread and the employer’s procedures for preventing its spread at the workplace.
- How an infected person can spread COVID–19 to others even if they are not sick.
- How to prevent the spread of COVID–19 by using cloth face covers.
- Cough and sneeze etiquette.
- Washing hands with soap and water for at least 20 seconds after interacting with other persons and after contacting shared surfaces or objects.
- Avoiding touching eyes, nose and mouth with unwashed hands.



- Avoiding sharing personal items with co-workers (i.e., dishes, cups, utensils, towels).
- Use of tissues, no-touch disposal trash cans and hand sanitizer
- Safely using cleaners and disinfectants, which includes:
 - The hazards of the cleaners and disinfectants used at the worksite.
 - Wearing PPE (such as gloves).
 - Ensuring cleaners and disinfectants are used in a manner that does not endanger employees.

RESPONSIBILITY: Security Team and All Departments

4. CAMPUS ACCESS DURING COVID 19 PANDEMIC PLAN

Goal: To minimize access to campus, and limit nonessential visitors, facility use permits, and volunteers.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

GUIDANCE PLAN FOR POLICIES TO BE DEVELOPED BY EACH DEPARTMENT

- a. Any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and CDPH guidelines for COVID-19 symptoms) will be excluded from coming on campus.
- b. Both staff and students will be monitored throughout the day for signs of illness.
- c. At the present time, all students, staff, visitors will be required to wear a mask in compliance with the County/State order in place. PAL Administration also requires the continued wearing of masks for on campus access, to prevent the COVID 19 spread per CDC guidelines.

STUDENTS—ENTERING CAMPUSES PROTOCOL:

A. Passive Screening. – At beginning of school year, and ongoing, in anticipation of students and families being on campus for any portion of time ,parents will be informed to screen themselves and their students before leaving/arriving on campus (check temperature to ensure temperatures below 100.4 degrees



Fahrenheit, observe for symptoms outlined by public health officials) and to stay at home/keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.

B. Active Screening- The security guard/PCA personnel will do a symptom screening as students enter campus and buses, consistent with public health guidance. This includes:

- A visual wellness checks
- A temperature check with no-touch thermometers.
- Access is to only be provided to those whose temperatures are below 100.4 degrees Fahrenheit.
- All students/visitors may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

<https://docs.google.com/forms/d/e/1FAIpQLSeyrUCRHqyCdwTpnH0OXDkRhAPqS4zzJrPkgCATyZQL5BxNEA/viewform>

Additional Preventative measures related to screenings.

1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it will only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves, eye protection, and a mask.
2. Thermometers must be properly cleaned and disinfected after each use.
3. All students must wash or sanitize hands using personal or PCA provided sanitizing stations/access as they enter campuses and buses.
4. All campus visitors, students will follow the mandated, supervised points of access signs and practice social distancing to avoid larger gatherings.
5. All visitors, students or staff will follow PAL guidelines for staying behind installed privacy boards or clear screens at access points when directed.

Plan for a student identified as symptomatic while entering campus or during the school day: https://drive.google.com/file/d/1nG1aGYEhvlgaLpR2iBaL_o0hdptTeHWu/view



1. Students who develop symptoms of illness while at school will be separated from others right away, and asked to go to the designated isolation rooms, which will be located in an area through which others do not enter or pass. If more than one student is in the designated isolation area, physical distancing will be practiced.
2. Any student or staff exhibiting symptoms is required to follow staff direction while continuing to wear a face mask, practice social distancing and wait in the designated isolation area until they can be picked up or transported home or to a health care facility. Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
4. PCA staff will follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.
5. Parents of sick students will be advised that students are not to return until they have met CDC criteria and PAL Academy return policies to discontinue home isolation.
6. If students are symptomatic when boarding the bus (when /if Transportation is provided by PAL) the PCA bus driver will follow PCA protocols in allowing /denying students bus access.
7. Any students wishing to participate in on campus activities, identified by parent reporting, self-reporting or Aeries records, who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk will be provided access to and encouraged or mandated to participate in options such as virtual learning or our flexible independent study options.

STAFF ENTERING CAMPUSES PROTOCOL

A. Passive Screening: All Staff will be instructed to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.



B. Active Screening: The Security guard will provide symptom screening as staff enter worksites, consistent with public health guidance to include:

- Visual wellness checks.
- Temperature checks with no-touch thermometers.
- Access will only be allowed to those with temperatures below 100.4 degrees Fahrenheit.
- Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

<https://docs.google.com/forms/d/e/1FAIpQLSfEws3LS6eTtNjZUMvHzg18idWQHFRjXMTWFskMYoHxeAnM9Q/viewform>

1. All staff must wash or sanitize hands as they enter worksites.
2. Employees exhibiting symptoms will not be allowed entry on campus.
3. Staff members who develop symptoms of illness will be sent to or asked to access medical care. In this event school emergency substitute plans will be carried out.
4. All exclusions or denial of on campus access will immediately be documented and reported to HR for immediate follow up with the employee.
5. HR, based on school policies/procedures will advise sick staff members not to return until they have met CDC criteria to discontinue home isolation and or provide doctor's clearance or COVID 19 test results.

OUTSIDE VISITORS AND GROUPS PROTOCOLS

1. Access to the campus will be limited to approved parents and other visitors per the school policies procedures for COVID 19 established by the CEO/SCHOOL BOARD.
2. Any external use of the campus will be evaluated from a COVID19 safety guideline as to whether and to what extent external community organizations can safely utilize the site and campus resources. If allowed all external community



organizations that use the facilities will also follow the school’s health and safety plans and CDPH guidance. The CEO must approve any external campus use.

3. All deliveries will follow established COVID 19 and other school safety protocols for accepting deliveries.

PAL CHARTER ACADEMY CO-LOCATIONS

1. For the purpose of this Comprehensive Reopening Plan, all PAL campus locations will follow the guidelines as detailed. Any unique circumstances at a campus location will be addressed in a separate addendum to this document to address the unique circumstances of that campus during the COVID-19 crisis.
2. In the case of sharing the site with another organization, the sharing organization will be asked to follow the school protocols or to enact appropriate CDC protocols to ensure that both organizations using the same facility have agreed to the same understandings about how to operate in a healthy and safe way. Please document and report any concerns to the CEO. Any site concerns regarding health and safety issues that arise during the pandemic will be handled in a collaborative way to meet the needs of all stakeholders.

COVID 19 STUDENT POLICIES AND PROCEDURES

Responsibility: Student Services, Teachers, Counsellors

The following policies and procedures, but not limited to only those listed here, will be adhered to by students and may be part of the student Master Agreement or Orientation for on campus participation for the 2020-2021 school year:

- All students will be required to wear face coverings while on campus. (Specific exceptions will be made for students with disabilities if expressed in their education plans).
- Students sharing food or drink is not allowed.
- Students will be required to socially distance during lunch service.



- All campuses will have signage to promote social distancing to include classroom and queuing markers that indicate 6 feet of separation.
- Students will wait to enter classrooms at 6-foot intervals which will be clearly identified.
- Students will not be allowed on campus outside of attending workshops or classes or by appointment.
- Parents and visitors will not be allowed on campus except by appointment. All visitors/parents must remain in their vehicles for student pick up or drop off.
- Agree to participate in full implementation of no contact campus attendance using temperature checks at all campuses.
- Classroom capacity will be minimized with desktops being sanitized between workshops/classes by the workshop teacher or cleaning team. Each classroom will be redesigned to maximize the distance(6ft) between students during instruction.
- Classroom teachers will instruct students from a required distance of 6 feet or beyond.
- Bathroom sanitation intervals will be increased based on the need.
 - Assemblies or mass gatherings of students or staff will not be allowed.
- Student will not be allowed to wait or congregate in rooms or classrooms during non-classroom or meeting times.
- College dual enrollment courses will continue. Our college partner has chosen to continue to offer the courses via distance learning.
- PCA encourages self-monitoring by all staff and students to increase hand washing, coughing in elbow, etc.
- Any student presenting flu-like symptoms will not be allowed on campus. Campus return will be based on a medical clearance or completion of a 14-calendar day home quarantine. During this time students are still expected to complete all assignments via our distance learning platforms unless you have a doctor's note prohibiting such or have active COVID19 symptoms.



RESPONSIBILITY: Student Services, Teachers, Orientation Team

5. ON CAMPUS HYGIENE PLAN

Goal: To address hygiene practices to ensure personal health and safety in school facilities and vehicles.

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.htm>

<https://www.cdc.gov/handwashing/posters.html#posters-general-public>

<https://www.translationservices.com/covid-19>

<https://www.who.int/gpsc/5may/resources/posters/en/>

1. Handwashing.

In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, PAL's plan for handwashing is:

- A. Staff and students receive daily reminders and scheduled opportunities to meet the handwashing frequency guidance from the CDC.
- B. All classrooms have CDC Guidance posters prominently displayed.
- C. Each classroom has a handwashing and /or a sanitizer station. Portable handwashing stations (if needed) will be located throughout the campus and near classrooms to minimize movement and congregations in bathrooms.
- D. All PAL staff and students are trained on proper handwashing techniques and PPE/EPG use, to include the following best practices:
 - Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.



- Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.

2. Proper use of PPE:

What is a cloth face covering?

“A cloth face covering is a material that covers the nose and mouth. It can be secured to the head with ties or straps or simply wrapped around the lower face. It can be made of a variety of materials, such as cotton, silk, or linen. A cloth face covering may be factory-made or sewn by hand, or can be improvised from household items such as scarfs, T-shirts, sweatshirts, or towels.” (CDPH)

- A. PAL Charter Academy follows CDC /CDPH guidance on proper PPE use by reminding staff and students to:
 - a. Wear a face covering at school
 - b. Use tissue to wipe the nose and cough and sneeze inside the tissue.
 - c. Not touch the face or face covering.

CDHP Guidance

By the order of the Governor, people in California must wear face coverings when they are in the high-risk situations listed below:

- Inside of, or in line to enter, any indoor public space;
- Obtaining services from the healthcare sector in settings including, but not limited to, a hospital, pharmacy, medical clinic, laboratory, physician or dental office, veterinary clinic, or blood bank;
- Waiting for or riding on public transportation or paratransit or while in a taxi, private car service, or ride-sharing vehicle;
- Engaged in work, whether at the workplace or performing work off-site, when:



- Interacting in-person with any member of the public;
- Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time;
 - Working in any space where food is prepared or packaged for sale or distribution to others;
- Working in or walking through common areas, such as hallways, stairways, elevators, and parking facilities;
- In any room or enclosed area where other people (except for members of the person’s own household or residence) are present when unable to physically distance.
- Driving or operating any public transportation or paratransit vehicle, taxi, or private car service or ride-sharing vehicle when passengers are present. When no passengers are present, face coverings are strongly recommended.
- While outdoors in public spaces when maintaining a physical distance of 6 feet from persons who are not members of the same household or residence is not feasible.

PCA requires that anyone coming on its campuses to follow the Governor’s order for wearing facemasks in all of the above locations and also when on campus at PCA.

RESPONSIBILITY: CEO/OPERATIONS

6. PROTECTIVE EQUIPMENT PLAN

GOAL: to address protective equipment needs to ensure personal health and safety in school facilities and vehicles.

Wearing Masks



https://covid19.ca.gov/masks-and-ppe/https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020.pdf

<https://www.dir.ca.gov/dosh/coronavirus/Face-coverings-poster.pdf>

<https://toolkit.covid19.ca.gov/>

A. CDC guidance to be shared:

- Orientation and daily reminders and information will be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. PAL will make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields will include a cloth drape attached across the bottom and tucked into shirt.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.

B. Staff Protective Equipment

1. As recommended by the CDC and State directives, all on campus staff will wear face coverings. Per CDPH guidance, teachers may use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.

2. PAL Charter school will provide masks if the employee does not have a clean face covering and any needed other protective equipment, as appropriate for work assignments, to include the following:

a. For employees engaging in symptom screening, surgical masks, face shields, and disposable gloves.



- b. For front office and food service employees, face coverings and disposable gloves.
- c. For custodial staff, equipment and PPE for cleaning and disinfecting, including:
- d. For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
- e. If any classified staff or certificated staff is engaged in deep cleaning and disinfecting, they will be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products will be kept out of student's reach and stored in a space with restricted access.

3. PAL Charter Academy will follow Cal/OSHA requirements that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.

Student Protective Equipment

Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. Per CDE guidance that "If an LEA requires students to wear face coverings, then the LEA must provide face coverings to be used" PAL Charter Academy will make face coverings available to all students. Students with disabilities who refuse or are not able to wear masks will be given alternative face coverings (shield, different type of face coverings or will be recommended for off campus learning (virtual for safety reasons).

Without exception while the Face Covering rule is in place, PCA requires that face coverings will be worn:

1. While waiting to enter the school campus.
2. While on school grounds (except when eating or drinking).
3. While leaving school.
4. While on a school bus. The Bus Driver will have access to surplus masks to provide to students who are on the bus.



RESPONSIBILITY: Department Heads

7. PHYSICAL DISTANCING PLAN

Goal: To meet physical distancing standards in school facilities and vehicles.

1. School Goals:

- d. Each department head will create (or follow PAL CHARTER ACADEMY's physical distancing plan) a department plan to honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- e. This plan will indicate how space and facilities is to be utilized to maintain health and safety of students and staff per Health guidelines.

2. Methodology:

- a. Per CDC guidelines, the number of people in all campus spaces will be limited to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. *(6 feet is the current minimum recommendation for physical distancing from the CDC, unless changed by them)*
- b. Smaller student/ educator cohort strategies will be used to minimize the mixing of student groups throughout the day. Movement of students, educators, and staff through these strategies will be minimized by moving teachers rather than students and by students having lunch or activities in the same classrooms/cohorts.
- c. If Transportation is provided and in a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, shall wear face coverings that cover the mouth and nose consistent with public



health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be especially used to mitigate virus spread when physical distancing is not feasible.

3. Creation of Student Physical Distancing Plans and Policies

The goal of the PCA classroom or whole school social distancing plan is to:

- a. Limit number of students physically reporting to school, if needed to maintain physical distancing.
- b. Determine student and staff capacity of each school while meeting 6-foot physical distancing objectives.

4. Implementation of various strategies outlined in the Instructional Program Models in the guidance document, (Stronger together) such as early/late start times and blended learning models such as:

- a. Field trips- The CDC recommends virtual activities in lieu of field trips and intergroup events.
- b. PAL Charter Academy will implement the safety strategy of posting signage and installing barriers where applicable to direct traffic around campus.

5. Transportation - When in use- Buses

A maximum capacity safety strategy based on CDC guidelines of each vehicle while meeting 6-foot physical distancing objectives will be implemented according to the following guidelines:

- a. Creation of a plan for seating based on maximum capacity determined above, and development of a plan for bus routes that accommodates the capacity limitations. Mark or block seats that must be left vacant. Sample seating options:
 - Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
 - Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.



- Students and parents will be Instructed to maintain 6-foot distancing at bus stops and while loading and unloading.
- Seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)

6. Students and staff should wear face coverings at bus stops and on buses.

Playgrounds/Outside Spaces/Athletics

- a. There will be increased supervision to ensure physical distancing.
- b. Physical education (PE) and intramural/interscholastic athletics, if permitted, will be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

7. Classrooms

- a. The maximum capacity for students of each classroom must meet the 6-foot physical distancing objectives.
- b. In accordance with CDC and CDPH guidance, desks will be a minimum of 6 feet apart and arranged in a way that minimizes face-to-face contact.
- c. If possible, PAL will utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors).
- c. PCA may use technology to broadcast to other classrooms and students distance learning at home.
- d. If applicable PAL will increase staffing to ensure physical distancing for certain students and students with special needs.
- e. PAL will strategically arrange activities/LABS for smaller group activities and rearrange furniture and spaces to maintain 6 feet separation, when possible.



f. All staff will follow the physical distancing objectives/plan as students move between classrooms.

g. PCA staff will ensure that physical distancing rules will not result in unintended segregation of students with disabilities on campuses away from peers without disabilities.

8. Food Service

a. To limit physical interaction during meal preparation and meal service staff will serve meals in classrooms by staggering cafeteria meals as determined by daily needs.

b. There will be no student access to share tables and self-service buffets for food and condiments.

c. If necessary/applicable physical barriers, such as sneeze guards and partitions will be put in place to protect essential staff serving food in any areas where maintaining physical distance of 6 feet is difficult.

d. If applicable Grab and Go meals will be available for off campus students quarantined or in a home-based cohort.

e. If providing meal service in classrooms, there must be a plan for cleaning, sanitizing and trash removal.

8. Staff

a. All staff will practice physical distancing among each other in their work environment to reduce spread of the virus that includes:

b. Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.

c. Avoiding grouping staff together for training or staff development. Training will be conducted virtually or, if in-person, ensure distancing is maintained.

d. If necessary, Staff schedules will be adjusted to accommodate new student schedules and physical distancing strategies.



e. In accordance with Cal/OSHA regulations and guidance, PAL Charter Academy will conduct a site evaluation of all workspaces to ensure that employees can maintain physical distancing to the extent possible.

f. Where possible, workspaces will be arranged to incorporate a minimum of 6 feet between employees and students.

g. If physical distancing between workspaces or between employees and students and visitors is not possible, physical barriers that cannot be moved to separate workspaces will be added.

RESPONSIBILITY: Maintenance department, Cleaning teams.

8. CLEANING AND DISINFECTING PLAN

GOAL: to meet cleanliness and disinfecting standards in school facilities and vehicles.

<https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf>

https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/reopening_america_guidance.pdf

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19><https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html>

https://www.cdpr.ca.gov/docs/schoolipm/pubs/reminders_for_using_disinfectants.pdf

A. Overall Cleanliness Standards. *“Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year.”*

https://www.cdpr.ca.gov/docs/pestmgmt/pubs/hsa_factsheet.pdf

- In accordance with CDC guidance, sharing of electronic devices, books, and other resources or learning aids will be prohibited.
- Any resources that are difficult to clean and sanitize will not be used.
- In accordance with CDC and California Department of Pesticide Regulation (CDPR) guidance, and in consultation with local public health officials, the COVID19 maintenance and Sanitizing a plan is to have:



B. A safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning with the following scheduled procedures:

- Disinfecting surfaces between uses, such as:

1. Desks and tables
2. Chairs
3. Seats on bus
4. Keyboards, phones, headsets, copy machines

- Disinfecting at daily—high-touch surfaces, such as:

1. Door handles
2. Handrails
3. Drinking fountains
4. Restroom surfaces
5. Supplies, instructional materials
6. Outside equipment

C. Choice and purchase of disinfecting products, will be for products approved for use against COVID-19 on the Environmental Protection Agency (EPA) List N: Disinfectants for Use Against SARS-CoV-2 and product instructions will be followed by maintenance staff or vendors.

- Purchasing Guidelines:

The following protocols will be followed to mitigate safety issues:

1. To the extent available and to reduce the risk of asthma related to disinfecting, disinfectant products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid) will be selected by PCA maintenance staff/vendors



2. Avoidance of products that mix these ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.
3. Use of disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
4. When cleaning, airing out the space before students arrive. Plan to do thorough cleaning when children are not present.
5. Closing off areas used by any sick person and not using before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.

- Planning for Adequate Outdoor Air Circulation

1. In accordance with CDC guidance, maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
2. Staff/students will be instructed to not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma symptoms).

RESPONSIBILITY: HR, CEO DEPARTMENT HEADS.

9.EMPLOYEE ISSUES / EDUCATION PLAN

GOAL: Engage employees on COVID-19 plans and provide necessary training and accommodations.

1. The staffing plan addresses the following:

- a. Communication of COVID 19 working requirements /changes to staff.



b. Creation of a plan based on changes to accommodate COVID 19 issues and change in Staffing Ratios.

2. Aligning staffing levels goals to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.

a. Develop staff cohorts/groupings to meet needs and avoid overwork.

b. Provide time/funding in schedule for staff training or utilize state-provided training on:

i. Disinfecting frequency and tools and chemicals used in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.

ii. Physical distancing of staff and students.

iii. Symptom screening, including temperature checks.

iv. Updates to the Injury and Illness Prevention Program (IIPP).

v. State and local health standards and recommendations, including, but not limited to, the following:

- Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.
- Cough and sneeze etiquette.
- Keeping one's hands away from one's face.
- Frequent handwashing and proper technique.

3. Confidentiality around health recording and reporting.

a. Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions.



- b. Training on trauma-informed practices and suicide prevention.
- c. Designated staff liaisons responsible for responding to COVID-19 concerns.

4. Reasonable Accommodations

- a. Protect and support staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk by providing options such as telework or negotiated change in classification or duties.
- b. If reasonable accommodations are not practicable, work with PAL employees to develop a flexible leave plan that works to avoid exhausting the employee's earned leave.

RESPONSIBILITY: CEO- OPERATIONS DEPT

10. COMMUNICATION PLAN

GOAL: Communicate school news, plans effectively with Students, Parents, Employees, Public Health Officials, and the Community

Implement the plans in this checklist:

1. Create opportunities to communicate to staff, students, and parents about PAL Charter Academy new, COVID-19-related protocols, including:
 - a. Proper use of PPE/EPG.
 - b. Cleanliness and disinfection.
 - c. Transmission prevention.
 - d. Guidelines for families about when to keep students' home from school.
 - e. Systems for self-reporting symptoms.
 - f. Criteria and plan to close schools again for physical attendance of students.



- g. Target communication for vulnerable members of the school community.
- h. Create a communications plan for if a school has a positive COVID-19 case.
- 2. Address the school’s role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.
- 3. Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus.
- 4. Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- E. Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.
- 5. Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.
- 6. Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for home isolation.

COMMUNICATION TOOLS:

PARENT SQUARE

PHONE CALLS

LETTERS HOME

EMAILS-PARENT/STUDENT

HOME VISITS

PARENT TEACHER MEETING

ORIENTATIONS



MASTER AGREEMENT MEETINGS

AERIES



11. PAL CHARTER ACADEMY -Instructional programs Guidance

Planning Do's.

- Schedule zoom planning time for staff meetings to develop infrastructure resources and for teachers and staff to discuss real-time feedback from students, parents and each other, in order to inform those resources.
- Provide opportunities for staff/teachers to design and lead changes to create more effective classrooms (Ring Central or on campus).
- Determine the data that will be collected as a feedback loop on students' experiences to inform our Trimester planning.
- Ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation of the instructional model.
- Determine the essential state standards Edmentum modules are focusing on for providing appropriate or alternative supplemental resources.
- Identify learning barriers needs and create a plan using innovative ways to meet those needs for students.
- Determine needed academic and social–emotional supports or interventions for those students who are struggling with their selected instructional program model.



- Ensure not only the needs of all students are addressed, but that the decision made will benefit all students, staff, and families.

Sample Instructional Scheduling Model Options

PAL PRE COVID 19 MODEL

Independent one - Four day a week, daily Bell Schedule, CYBER Fridays, Trimester model.

Independent two – Two days a week, Afternoon schedule (Hybrid, packets/online classes , work at home 2 days, CYBER Friday)

Independent three_

2019-2020 COVID 19 Distance Learning Model:

Ring Central Classrooms, Long Distance Learning, 1-1 Chrome books, Edmentum Curriculum

2020-2021 Sample Models- Sample recommended COVID 19 on campus models:

Two-Day Rotation Blended Learning Model

Students report to school on two designated days based on grade level for in-person instruction.

A/B Week Blended Learning Model

Half of the student population attends in-person learning opportunities four full days per week while the other half is engaged in distance learning opportunities.

Looping Structure

For schools serving grade levels TK–8, there is an opportunity for students to stay with the same teacher in cohorts for multiple grade levels



Early/Late Staggered Schedules

Grade level bands would have staggered start and dismissal times, such as AM/PM rotations, the bell schedule would accommodate multiple recesses and lunch periods and multiple meal distribution points, along with time for students to engage in handwashing before entering classrooms. Students could be in a homeroom with teachers rotating to decrease student congregation in hallways.

Planning Action Steps to Determine Learning Model

- As well as following all CDC, State and CDE guidelines, PAL Charter Academy will engage with our families, staff and education community in collaboratively making the decision of choosing an instructional schedule model by surveying Students/Families, Teachers, staff and appropriate stakeholders and apply their feedback in PCA decision making.
- PAL Charter Academy will have an ongoing evaluation of its:
 - Stage one- Distance Learning (First Trimester) learning plan,
 - Stage two-- Blended Learning (Second Trimester) and
 - Stage three- four day a week on campus earning (Third Trimester) plan.
- Communication of instructional plans and school policies for reopening with any instructional schedule model:
 - PCA needs to create an effective communication plan for different audiences and for critical messages, including
 - how messages will be delivered and
 - how to improve the efficacy of communication by identifying and addressing potential language barriers, cultural barriers, and disability accommodations (including those students who



tune out our normal channels of communication) or supports necessary for communicating to families and other audiences.

Heads of Schools/Teachers

12. Professional relationships and learning Guidance

MENU OF PROFESSIONAL DEVELOPMENT TOPICS

Virtual Learning

- Helping teachers understand how to motivate individual learners
- Enhancing student interaction and understanding without visual cues
- Tailoring instruction to particular learning styles
- Development 21st century learning skills
- Modifying interactive lessons to meet individual student needs, including English learners, and student with disabilities
- Developing heightened communications skills
- Improving the time management skills critical for online teachers.

Learning Loss

Initial Screening/Diagnostic Assessments

Purpose: Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning.

Due to interrupted instruction caused by COVID-19, local educational agencies (LEAs) should consider scheduling universal screenings at a variety of intervals. For example, diagnostic assessments can be administered at the beginning of the school year (or in summer if appropriate or feasible).



13.Continuity of relationships and learning plans

Effective Online Strategies to consider:

- Create supplemental assignments to includes activities that guide learners towards promoting ownership of their learning and self-monitoring;
- Include introductory assignments or activities to engage learners;
- In virtual learning you may have to provides learners with multiple learning paths, as appropriate, based on learner needs, that engage learners in a variety of ways;
- Provide opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress;

A report published by Penn State’s World Campus identified a number of recommended online teaching principles and characteristics, as described below.

Principles of Effective Online Instruction

- Actively engage in online instruction
 - Although the majority of the curriculum or course material is designed and available to students at the start of the course, online instructors should still take an active role in the distance education.
 - An instructor’s role as a guide, facilitator and teacher is arguably more important in an online course due to the lack of any face-to-face interactions.
 - Online courses provide teachers with the opportunity to focus more on student interactions during the duration of the course because the content is already generated.
 - Instructors should pay attention to students’ course program, communicate course expectations, and manage students’ learning experience.
- Practice proactive course management strategies
 - Examples of proactive course management strategies include: monitoring assignment submissions, communicating with students,



reminding students of missing or upcoming deadlines, and making course adjustments where and when necessary.

- The level of course management should be adapted based on the instructor, the size of the class, the students, and the demands for the course.
- Instructors should set clear and defined expectations for students and communicate them effectively so that the roles and responsibilities of the instructor and the students are clearly defined.
- Establish patterns of course activities
 - The establishment of patterns and routines during an online course can help instructors and students develop a sense of time management to balance the expectations of the online course with their non-course, life activities.
 - A course schedule helps instructors contain the course activities into an appropriate duration and workload.
 - A pattern of activities and timed expectations may assist students in their ability to keep pace with the class requirements.
 - It is beneficial for an instructor to establish work timeframes wherein course-related activities take place so that students become familiar with the defined work patterns and expect that the instructor's responses will be confined to a predetermined timeframe.
- Prepare for potential course interruptions
 - Communicate any unexpected changes to students in order to reduce the level of stress and anxiety associated with changes to the pre-established course pattern.
 - It is recommended that instructors inform students of any changes to the course schedule: via the learning management system, email, a posting on an announcement page, a phone message. Any interruptions that are scheduled in advance can be noted in detail on the syllabus so that students can prepare accordingly.
- Response to student inquiries in a timely manner
 - It is important to note that a students' abilities to complete their work may be dependent on a response from the instructor; therefore instructors should establish and maintain a reasonable response timeframe for their course.



- The research related to online students' satisfaction levels cite instructor connectedness as the most rewarding or frustrating aspect of an online course experience.
- Instructors are expected to monitor student inquiries regularly and adjust course operation or content if a similar inquiry is received on multiple occasions. It may allude to the need for a refinement in instructions or content, or point to a need for additional clarification.
- Establish a timely process for returning assignment grades
 - Instructors should develop a plan for how assignments will be graded and returned to students in a timely manner. An expectation of a two-day turnaround for assignments and quizzes ensures that students receive the necessary feedback to assist their course progress within a reasonable time period.
 - Instructors should inform students about when grades are posted or expected to be posted, particularly if there is a delay in the timeline.
 - There are often times when an instructor may not be able to offer a quick turnaround for an assignment and in those cases, it is advised that instructors communicate with students about when they can expect the feedback to limit the negative effects on the class.
 - Graded assessments are valuable because they can act as a form of effective feedback for making adjustments to teaching and learning.
- Use the Learning Management System (LMS) for Communication
 - If the LEA or school has selected an LMS, it is recommended that instructors and students use the LMS for communication. It is often complicated for students and instructors to maintain communication through multiple emails.
 - The use of the LMS as a primary communication tool can help students and instructors review the chain of communication more easily and maintain relevant communications in one location.
 - Through the LMS, student and instructor data is stored in an institutionally managed system, which ensures confidentiality and security.



- Ensure course quality
 - The quality assurance process is important in the design, development, and delivery of an online course because it will contribute to the students' learning and satisfaction.
 - Instructors should review and test the course across all relevant domains to ensure quality in course content, instructional design, and system performance.
 - Instructors can gather input from users and their colleagues and use that feedback to further improve the design and delivery of the course.
 - Practice quality assurance processes will reduce the amount of time instructors have to spend during the course to address system problems, instructional confusions, or potential user frustration.

Establish a sense of Community:

The single most influential factor in establishing a sense of community in an online classroom is the instructor (Delahunty et.al., 2013), and their ability to establish a sense of community in the online learning environment.

Keys to establishing teaching/instructor presence are to:

- Develop activities that promote interaction and socialization;
- Regularly communicate with students and provide a communication schedule for students
- Provide feedback and responses in a timely manner
- Facilitate learner dialogue
- Clearly communicate expectations; and
- Monitor student interactions and intervene as necessary.



14.Mental health and well-being of all Guidance

Social and Emotional Learning. Reunite, Renew, and Thrive: Social and Emotional Learning Roadmap for Reopening School provides guidance from CASEL and more than 40 partners on preparing to go back to school centered on relationships and building on the existing strengths of a school community.

<https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>



15.Communication and community engagement guidance



Communication Goals during COVID 19 pandemic

- To clearly communicate to all stakeholders, PCA's objectives, policies and guidelines that address school operations during the COVID 19 pandemic.
- To ensure stakeholders understand the ask and their role in the process.
- To specify how and when feedback will be used in the decision-making process.
- To reflect back to stakeholders the feedback received to demonstrate the organization has listened.
- To close the loop and strengthen credibility by communicating how feedback was acted upon.

PCA Communication Plan Strategies

1. COVID 19 information posted on school Website with appropriate links to helpful websites.
2. Regular and clear communications to students/families via established platforms:
 - Parent square
 - Personal Emails
 - Students School emails
 - Phone calls
 - Letters home
 - Home Visits
 - Returning parent phone calls in timely manner
 - Teacher check ins with parents
 - Parent check in with teachers
 - Online teacher/parent meetings
 - School Surveys
 - Online link for parents to give feedback



16. SCHOOL SERVICES GUIDANCE

CLUBS /SPORTS

All PCA group activities will be redirected to online learning platforms until PCA has the appropriate health clearances to participate in group activities like sports and clubs. All current social distancing policies and health prevention strategies will be practiced and individual plans for each club/sport will be in place and approved by the CEO/BOARD prior to any sport or club activity.

Transportation (*Unavailable during STAGE 1- 2020-2021 school year*)

PCA operates a school bus program to transport students to and from school. It is critical that if PCA provides any student Transportation we plan for the safe transportation of students to and from school during this pandemic.

Transportation Plan Elements

- In order to practice physical distancing on a school bus, the seating capacity must be reduced. PCA drivers will use a seating chart to designate which seats are available for use.
- The temperature of children prior to loading and unloading will be taken according to approved procedures shared and signed off by all parents and students during orientation.
- Proper training in temperature taking and other screening methods to meet local CDHP policies will be provided to PCA drivers.

Physical Distancing Guidance on PCA Transportation



- Each vehicle used for transportation will have a minimum/maximum capacity of students for each vehicle plan to meet six-foot physical distancing objectives.
- The plan for seating based on minimum/maximum capacity will be clearly posted on each vehicle. Sample options:
 - Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
 - Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
 - Mark or block seats that must be left vacant.
- Six-foot distancing at bus stops while loading and unloading will be practiced.
- Prevent students from walking past each other by taking the following measures:
 - Seat students from the rear of the bus forward.
 - Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
- PCA requires face coverings for all students and staff at bus stops and on buses

Vehicle Cleaning

- **Wear disposable gloves** to clean and disinfect.
- **Clean surfaces using soap and water, then use disinfectant.**
- Cleaning with soap and water **reduces number of germs, dirt and impurities** on the surface. **Disinfecting kills germs** on surfaces.
- **Practice routine cleaning** of frequently touched surfaces.
 - More frequent cleaning and disinfection may be required based on level of use.
 - Surfaces and objects in and on the van should be cleaned and disinfected before and after each run.
- **High touch surfaces include:**
 - Door handles, seats and back of seats, any high touch areas on the vehicle



Student Meals

PCA Health and Hygiene Promotion Guidelines

- Designate a COVID-19 coordinator.
- Practice and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.
- Ensure that adequate supplies for both employees and students including soap, hand sanitizer, and tissues are available and ready for use.
- Post any applicable “Food handling” signs on how to stop the spread of COVID-19.

Cleaning and Sanitation

- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- All PCA Food Service employees are to be trained on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation.

Meal Preparation

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and portioned and prewrapped produce.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Reorganize kitchen work stations for proper physical distancing during meal preparation and meal service.
- Adjust food service worker shifts to minimize number of staff in the kitchen.



Onsite Meal Service Guidelines

For meals served in the classroom or cafeteria or use outdoor seating.

- Physical distancing will be practiced by increased spacing, small groups, and limited mixing between groups.
- If needed implement plan to stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least six feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least six feet apart in lines or while waiting for seating.
- Remove or suspend use of share tables and self-service buffets for food and condiments.
- Staff **MUST** wear masks and gloves and use hand sanitizer as needed.
- Review all service areas and determine if PCA needs to install physical barriers, such as sneeze guards and partitions where maintaining physical distance of six feet is difficult.
- PCA will increase access points for providing meal service if needed.
- Clean every table /desk between groups of students or meal service times.

Offsite Meal Service (with approved USDA waivers)

- During Virtual Learning Stages PCA will provide grab-and-go student meals for consumption at home, through drive through, some delivery, or curbside pick-up options.
- Any students/families who are unable to access school meal distribution sites can call the school office for help to overcome barriers.

Communication with Students and Families

- All PCA student and parents will be notified regularly through all school notification platforms about school meal service and options.



From CDE Stronger together, reopening schools' guidance:

Appendix C. Frequently Asked Questions (FAQs): Safe Reopening of School Districts

1. What will LEAs do if a teacher has an underlying health condition?

LEAs should work with the teacher to obtain a medical note and may need to consider providing these teachers with accommodations, such as telework or negotiated change in classification or duties.

2. What will the plan be for nonteaching staff with underlying health conditions?

LEAs may need to provide these employees with the ability to work remotely. There may need to be some reassignment of duties that lends to these staff being able to work remotely, or in some other way that meets their need for accommodations, for example, a parent engagement liaison assisting parents with technical support.

3. If students have underlying health conditions or parents/family members have underlying health conditions, what accommodations will LEAs make?

LEAs will likely need to consider providing these students with the option to distance learn so as to protect students and families with compromised health systems from being in harm's way.

4. How will LEAs arrange students and staff to accommodate physical distancing conditions?

LEAs will likely have to maintain small class sizes and limit the number of



students in hallways and common spaces. There may need to be a morning session and afternoon session at each school so as to accommodate all students arranged into small class sizes and to offset space limitations.

5. How will LEAs work with early-grade students who, because of their age, may struggle with maintaining physical distance or wearing a mask?

If students from early grades participate in in-person instruction, LEAs may need to arrange them in small groups and may need to increase the number of staff who work with the students in classrooms to help keep students separated in physical distancing ways.

6. How will you manage school spaces (hallways, common areas, etc.) to accommodate physical distancing needs?

Staff will likely need to remind students in hallways and common spaces to maintain physical distancing. LEAs will need to have signage throughout the campus communicating physical distancing requirements.

7. How will you handle requests from parents who state a preference for distance learning instead of in-person instruction for their children?

There are families that may request distance learning and LEAs should consider providing parents, who request it, with the option to learn through distance learning.

8. How will LEAs handle physical education considering the need for physical distancing?

LEAs may need to consider providing physical education through instruction provided to students in small groups or through distance learning where students complete assignments independently.

9. How will LEAs manage meals during school hours?

LEAs may need to consider serving meals utilizing different spaces on campus for health and safety reasons. For those with staggered start times, this could be accomplished in ways such as providing “grab-and-go” meals as students who attended a morning session ending by lunch time leave campus..

10. How will LEAs handle physical distancing guidelines during bus transport?

LEAs will need to consider how transportation can best support their chosen instructional model. LEAs may need to consider deploying more buses or



bringing students to schools in shifts in order to maintain physical distances on buses. Buses will have to be fully sanitized between each run. CDE recommends that students should wear cloth face coverings and maintain 6 feet of physical distance while on buses.

11. What will LEAs do if students forget to bring a mask or do not have one?

LEAs will likely have to maintain a supply of masks at school for students and staff who forget to bring one.

12. What, if any, temperature-taking procedures will LEAs utilize?

LEAs will need to designate staff and create a system for student entry that accommodates temperature checks for all students. This could include a self-screening process for families prior to coming to school. In some instances, they may also need to arrange for staff to take the temperatures of students and staff as they arrive to prevent the further spread of the coronavirus.

13. How will LEAs address hand sanitizing procedures for students?

LEAs may have to establish hand sanitizing stations at all school entrances and on playgrounds so that students and staff can sanitize their hands upon entering and exiting the campus and classrooms.

14. How will LEAs address campus cleaning and sanitizing?

Campuses will have to deploy deep-cleaning schedules at campuses at at least daily, frequently disinfecting door handles, handrails, sink handles, restroom surfaces, playground equipment, and shared items. Considerations will need to be made for longer breaks within the instructional day to accommodate handwashing. Occupational safety guidelines should be consulted to determine the interval and the ingredients needed to ensure that desks and surfaces are properly sanitized.

15. How will LEAs handle after-school program needs?

If LEAs offer after-school programs, physical distancing guidelines will have to be followed at all times. School and after-school program staff ratios will need to be adjusted (more staff and smaller student group sizes).

16. How will LEAs address sports and extracurricular activities?

LEAs will need to consult public health experts for when these activities may be safely resumed. LEAs are encouraged to be in touch with their local lead of the



California Interscholastic Federations.

- 17. How will LEAs ensure consistency of instruction across classes and schools in each district? Given that during distance learning the amount and nature of work varied from class to class, how will LEAs promote consistency in districts where there is a blended form of instruction (i.e., in-person instruction and distance learning)**

LEAs will need to engage in a collaborative planning process with teachers to develop a scope and sequence for learning and a continuity of learning plan should future school building closures be necessary.

- 18. How will locker rooms be sanitized and managed?**

These facilities will need to be sanitized daily and possibly after each physical education class or activity.

- 19. How will students with special needs be served (for example, students with moderate/severe special needs and students who are assigned with a 1:1 paraprofessional)?**

LEAs will need to engage in a collaborative Individual Education Plan meeting that provides accommodations for the instructional program model that best meets the needs of the student. This could include how a student would access the support of a 1:1 paraprofessional in a blended learning model or a distance learning model.